



COURSE ECE, 358, 01W, Language and Literacy

FALL 2026

INSTRUCTOR INFORMATION

Instructor: Ms Michele Anderson
Office Location: Sowers Education South Room 201
Office Hours: Virtual- Tuesdays 2:00-7:00 pm; Wednesdays 2:00-6:00 pm
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Preferred Form of Communication: **Email**
Communication Response Time: 24 Hours or Less, Monday-Friday

COURSE INFORMATION

Course Materials: Open Educational Resources (OER)

This course has been designed using Open Educational Resources (OER) and/or materials that are available through the [Waters Library](#). **All materials are embedded within the course or accessible via the internet or the Waters Library resource portal.** These resources can also be located by looking at the content list in D2L and then finding the course reading list. Students are encouraged to bookmark, download, or save online materials for use in assignments in this class.

Wright, Tanya S., et al. *Literacy Learning for Infants, Toddlers, and Preschoolers : Key Practices for Educators*, National Association for the Education of Young Children, 2022. *ProQuest Ebook Central*, <https://ebookcentral.proquest.com/lib/tamu/detail.action?docID=7097929>.

Online Resources:

The syllabus/schedule are subject to change.

- TEKS for Language Arts and Reading available online at <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>
- English Language Arts and Reading Information from the Texas Education Agency available online at http://www.tea.state.tx.us/index4.aspx?id=4434&menu_id=720
- Science of Teaching Reading Standards: <https://tea.texas.gov/sites/default/files/ch235e.pdf>
- English Language Proficiency Standards available online at <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>

Course Description

This course focuses on language and literacy development emphasizing the interconnected nature of listening, speaking, reading, and writing. Students will plan a language and literacy learning experience that incorporates developmentally appropriate practices. Prerequisites: Requires admission to the Educator Preparation Program.

This course examines the developmental foundations of language and literacy, emphasizing the interconnected nature of listening, speaking, reading, and writing across early childhood and elementary settings. Candidates apply research-based literacy frameworks, developmentally appropriate instructional and assessment practices, family engagement strategies, and high-quality instructional materials to support the development of reading and writing for all learners.

Upon successful completion of this course, candidates will be able to:

1. **Analyze** major literacy development frameworks, including Scarborough's Reading Rope, the Simple View of Reading, the Four-Part Processor, Ehri's Phases, and developmental writing stages, to explain reading and writing development.
2. **Design** developmentally appropriate literacy instruction that integrates oral language, reading, and writing components to support literacy development.
3. **Develop** assessment plans that measure language, reading, and writing development and use assessment data to inform instructional decisions.
4. **Evaluate** and **apply** high-quality instructional materials to support evidence-based reading and writing instruction, including alignment among oral language, phonics, spelling, comprehension, and written expression.
5. **Create** family engagement resources that promote children's language, reading, and writing development through meaningful literacy experiences.

COURSE-RELATED TEA EXPECTATIONS

**Standards & Test Framework Competencies
Addressed in ECE 358**

The syllabus/schedule are subject to change.

Commissioner's Teacher Standards	None
TExES 160 Crosswalk / Framework	I.001.H, I.002.H
Pedagogy & Professional Responsibility Standards (Aligned with TExES 160)	None
Classroom Teacher Standards (TAC 235)	(b) 1A, 1B, 1C, 1D, 2A, 2E, 3B, 3C, 3D, 4A, 5A, 5B, 5C, 6B, 6D (c) 1C, 1D, 1E, 1F, 1G, 1H, 2A, 2B, 2E, 2F, 3A, 3B, 3C, 3D, 4B (d) 1D, 1E, 2A, 2B, 2C, 2D, 2E, 2F, 3B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4K (e) 1A, 1B, 1C, 1D, 2A (f) 1A, 1B, 1C, 1D, 1E, 2A, 2B, 2C, 2D, 2F, 3B, 3C
Technology Applications for All Teachers	I.A.1–4, I.B.1–6, II.A.1–4, II.B.1–4
Texas Essential Knowledge & Skills (TEKS) Standards Alignment	PreK ELAR: I–IV K–3 ELAR: 1–13
English Language Proficiency Standards	(c)(2)(A)–(I) (c)(3)(A)–(J) (d)(1) (d)(2)
Pre-K Guidelines	II.A.1–II.A.3, II.B.1–II.B.6, II.C.1–II.C.3, II.D.1–II.D.6, II.E.1–II.E.8, III.A.1–III.A.3, III.B.1–III.B.9, III.C.1–III.C.3, III.D.1–III.D.4, III.E.1–III.E.3, IV.A.1–IV.A.2, IV.B.1–IV.B.3, IV.C.1–IV.C.5
Science of Teaching Reading Standards	(b)(1), (b)(2), (b)(3) (c)(1), (c)(2), (c)(3), (c)(4) (d)(1), (d)(2), (d)(3), (d)(4)
TExES 293 Science of Teaching Reading Crosswalk / Framework	I.001.A–C, I.001.F, I.001.H, I.001.J–L, I.001.N, I.001.P–Q, I.002.A–C, I.002.E, II.003.A–L, II.004.A–J, II.005.A–B, II.005.D–G, II.005.I–J, III.009.C–F, III.010.C–F, III.011.E, IV.013.A–E
Core Subjects EC-6 Standards	English Language Arts & Reading 1.1k–1.3k, 1.7k, 1.9k–1.11k, 1.1s–1.11s, 2.1k–2.3k, 2.2s–2.4s, 4.4s, 7.5k
TExES 391 Core Subjects EC-6 Crosswalk/Framework	English Language Arts & Reading I.001.A–B, I.001.D–E, I.001.H, I.004.D, I.004.F, I.005.A, I.005.C, I.010.C–D, I.010.M

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Early Childhood: PK-3 Standards	I.A–E, II.A–D, III.A–F, IV.A–C
TEExES 292 Early Childhood: Prekindergarten-Grade 3 Crosswalk/Framework	I.001.A-E, II.003.A-D, III.005.A-H, IV.008.A-D, V.010.A-H
TAC 228.57 Curriculum Requirements for Teacher Certification	§228.57(d)(1) – Relevant TEKS §228.57(d)(2) – Reading Instruction §228.57(d)(3) – Prekindergarten Guidelines §228.57(d)(4) – Chapter 235 Skills and Competencies
Program Required Performance Task(s) §228.41(2)(A-L)	§228.41(2)(D) §228.41(2)(J)

Referenced Standards Key

- **Teacher Standards (TAC 235):** (b)1A–D, 2A,E, 3B–D, 4A, 5A–C, 6B,D;
(c)1C–H, 2A,B,E,F, 3A–D, 4B; (d)1D,E, 2A–F, 3B, 4A–H,K; (e)1A–D, 2A;
(f)1A–E, 2A–D,F, 3B,C
- **English Language Proficiency Standards (ELPS):** (c)(2)(A–I); (c)(3)(A–J);
(d)(1); (d)(2)
- **Prekindergarten Guidelines:** II.A.1–3; II.B.1–6; II.C.1–3; II.D.1–6; II.E.1–8;
III.A.1–3; III.B.1–9; III.C.1–3; III.D.1–4; III.E.1–3; IV.A.1–2; IV.B.1–3; IV.C.1–5
- **Science of Teaching Reading (STR) Standards:** (b)(1–3); (c)(1–4); (d)(1–4)
- **TEExES 293 Science of Teaching Reading Framework:** I.001.A–C,F,H,J–L,N,P–
Q; I.002.A–C,E; II.003.A–L; II.004.A–J; II.005.A–B,D–G,I–J; III.009.C–F;
III.010.C–F; III.011.E; IV.013.A–E
- **Core Subjects EC–6 (ELAR):** 1.1k–1.3k, 1.7k,1.9k–1.11k; 1.1s–1.11s; 2.1k–
2.3k; 2.2s–2.4s; 4.4s; 7.5k
- **TEExES 391 Core Subjects EC–6 Framework:** I.001.A–B,D–E,H; I.004.D,F;
I.005.A,C; I.010.C–D,M
- **Early Childhood: PK–3 Standards:** I.A–E; II.A–D; III.A–F; IV.A–C
- **TEExES 292 Early Childhood: PK–3 Framework:** I.001.A–E; II.003.A–D;
III.005.A–H; IV.008.A–D; V.010.A–H
- **Technology Applications for All Teachers:** I.A.1–4; I.B.1–6; II.A.1–4; II.B.1–4
- **Texas Essential Knowledge & Skills (TEKS):** Prekindergarten ELAR Domains I–
IV; Kindergarten–Grade 3 ELAR Knowledge and Skills 1–13
- **Teacher Certification Curriculum Requirements (TAC 228.57):** §228.57(d)(1–4)
- **Program Required Performance Tasks (TAC 228.41):** §228.41(2)(D), (J)

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students need to be comfortable:

- Navigating and using the D2L platform,
- Accessing linked resources and readings on the internet,

The syllabus/schedule are subject to change.

- Conducting internet searches/browsing,
- Using basic Office suite software such as word processing,
- Creating basic multi-media presentations such as short videos, slide presentations, and informational flyers with images,
- Viewing, downloading, and electronically printing PDF documents as needed

Instructional Methods

This course consists of several kinds of tasks that are designed to help you apply content to the real work of teaching. Students will be expected to demonstrate their understanding through their work products. Within each module, you will have several tasks. The tasks for each week are listed in the course outline/calendar at the end of this syllabus. The final grade will be calculated from these assignments using the percentages listed in the “Grading” section of this syllabus.

Student Responsibilities or Tips for Success in the Course

Professionalism and Ethical Behavior

As a future educator, you are expected to interact with your instructor and peers professionally. Please be courteous to classmates in online discussions, even when giving constructive feedback. Adhering to the [Educators' Code of Ethics](#) and university policies related to academic honesty is a baseline expectation for behavior.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%
 B = 80%-89%
 C = 70%-79%
 D = 60%-69%
 F = 59% or Below

Total points corresponding to the final letter grades

A = 451- 500 Points
 B = 401- 450 Points
 C = 351- 400 Points
 D = 301- 350 Points

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F = 300 & > Points

Weights of the assessments in the calculation of the final letter grade.

Example:

Assignments	20%
Discussions	20%
Midterm Exam	30%
Final Exam	30%
TOTAL	100%

Major Course Assignments

(Additional Assignments and Discussions may be assigned)

Module 1: Literacy Development Framework Map

Candidates create a visual concept map illustrating the foundations of language and literacy development. The map connects key literacy frameworks, including Scarborough's Reading Rope, the Simple View of Reading, and the Four-Part Processor Model, while demonstrating how oral language supports reading and writing development.

Module 2: Reading Development Case Study

Candidates analyze a student reading profile using evidence-based literacy frameworks. The assignment requires candidates to identify the student's stage of reading development, evaluate foundational literacy skills, and recommend instructional supports based on identified strengths and areas for growth.

Module 3: Writing Development Snapshot

Candidates examine a student writing sample to identify the student's stage of writing development, analyze writing strengths and needs, and recommend developmentally appropriate instructional activities. The assignment emphasizes the relationship among oral language, reading, and writing development.

The syllabus/schedule are subject to change.

Module 4: Literacy Assessment Snapshot

Candidates interpret a student's literacy assessment data to identify strengths and instructional needs. Using assessment results, candidates recommend evidence-based instructional next steps, develop a simple progress-monitoring plan, and reflect on how assessment informs effective literacy instruction.

Module 5: Integrated Literacy Instruction Project

Candidates synthesize course learning by designing an integrated literacy project that includes an interactive read-aloud lesson, an analysis of a TEA-approved High-Quality Instructional Material (HQIM), and a family engagement resource. The project demonstrates the integration of oral language, reading, writing, assessment, and family partnerships to support literacy development.

Culminating Assignment: Literacy Development Portfolio

Throughout the course, candidates compile a Beginning Literacy Teaching Portfolio that documents their understanding of literacy development across PreK–3. The portfolio includes artifacts from each module and concludes with a professional reflection demonstrating how evidence-based literacy instruction, assessment, and family engagement promote successful reading and writing development for all learners.

Assessments

PBA	Literacy Development Portfolio	ECE 358 PBA
	By developing a Literacy Development Portfolio throughout the course, candidates will demonstrate an understanding of the developmental foundations of language, reading, and writing, as well as the reciprocal relationships among listening, speaking, reading, and writing. Candidates will analyze and apply major literacy development frameworks, including Scarborough's Reading Rope, the Simple View of Reading, the Four-Part Processor Model, Ehri's Phases of Word Reading Development, and developmental writing stages to explain how literacy skills develop across PreK–3. Candidates will progressively build a portfolio that includes analyses of literacy development, instructional planning, assessment design, evaluation of high-quality instructional materials, and family engagement resources. Candidates will demonstrate the ability to design developmentally appropriate literacy experiences that support oral language, foundational reading skills, writing development, vocabulary growth, fluency, and comprehension.	

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	Additionally, candidates will evaluate the alignment of reading and writing instruction within TEA-approved instructional materials and examine how assessment data can guide literacy instruction. The completed portfolio will reflect candidates' understanding of evidence-based literacy instruction, literacy assessment practices, and the role of family partnerships in supporting children's language, reading, and writing development. Candidates will communicate their findings and instructional decisions clearly and accurately through written analyses, instructional artifacts, and reflective commentary.
Alignment	Prekindergarten Guidelines II.A.1–3; II.B.1–6; II.C.1–3; II.D.1–6; II.E.1–8; III.A.1–3; III.B.1–9; III.C.1–3; III.D.1–4; III.E.1–3; IV.A.1–2; IV.B.1–3; IV.C.1–5 ELPS Standards (c)(2)(A–I); (c)(3)(A–J); (d)(1–2) PPR Test Framework I.001.H; I.002.H EC: PK–3 Test Framework I.001.A–E; II.003.A–D; III.005.A–H; IV.008.A–D; V.010.A–H STR Standards (b)(1–3); (c)(1–4); (d)(1–4) STR Test Framework I.001.A–C, F, H, J–L, N, P–Q; I.002.A–C, E; II.003.A–L; II.004.A–J; II.005.A–B, D–G, I–J; III.009.C–F; III.010.C–F; III.011.E; IV.013.A–E Core Subjects EC–6 (ELAR) 1.1k–1.3k, 1.7k, 1.9k–1.11k; 1.1s–1.11s; 2.1k–2.3k; 2.2s–2.4s; 4.4s; 7.5k 19 TAC §228.57(1) Relevant TEKS (2) Reading Instruction (3) Prekindergarten Guidelines (4) Chapter 235 Skills and Competencies 19 TAC §228.41(2)(D) Clearly and accurately communicating to support persistence, deeper learning, and effective effort (J) Effectively communicating with students, families, colleagues, and community members

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may necessitate that the instructor modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

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<https://acrobat.adobe.com/id/urn:aaid:sc:US:48349258-f9fe-4333-badd-24b69cb253d1>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

ETAMU Attendance

For more information about the attendance policy, please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).
<http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>

Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty, see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

https://acrobat.adobe.com/id/urn:aaid:sc:US:69363520-423b-4983-9ec1-2256f2c74f13?x_api_client_id=chrome_extension_viewer&x_api_client_location=share

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

East Texas A&M University
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@etamu.edu

Website: [Office of Student Disability Resources and Services](#)

<https://www.etamu.edu/student-disability-services/>

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Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M University Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M University Supports Students' Mental Health

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.etamu.edu/counseling-center

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

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Course Outline and/or Schedule & Due Dates

Module	Overview	Student Learning Outcomes
Module 1: Foundation of Language Literacy Development Framework due-September 14	In this module, you will explore how language development lays the foundation for reading and writing success. Understanding how children acquire language and literacy will help you make informed instructional decisions that support students throughout their literacy journey.	1. Explain the relationship among oral language, reading, and writing development as interconnected components of literacy acquisition. 2. Analyze major literacy development frameworks to describe how children become proficient readers and writers. 3. Apply knowledge of language and literacy development to support developmentally appropriate instructional planning. 4. Evaluate how literacy theories and frameworks inform evidence-based reading and writing instruction.
Module 2: Building Early Literacy Skills Reading Development Case Study Due September 28	In this module, you will explore how children learn to read and the foundational skills that support successful reading development. Understanding how word recognition and language comprehension develop will help you build a strong foundation for effective literacy instruction.	1. Explain the developmental progression of reading acquisition and the foundational skills that contribute to skilled reading. 2. Analyze research-based models of reading development to explain how word recognition and language comprehension support reading proficiency. 3. Identify the factors that influence the development of skilled reading and literacy achievement. 4. Apply knowledge of reading development to support evidence-based instructional planning for developing readers.
Module 3: Writing Development Writing Development	In this module, you will explore how writing develops alongside reading and oral language. You will learn how to support emergent and developing writers through meaningful, authentic writing experiences.	1. Explain how writing development progresses alongside reading and oral language development.

The syllabus/schedule are subject to change.

Snapshot Due October 26 Midterm October 14, 8:00am - 11:59pm		2. Describe developmental stages of writing and their implications for instruction. 3. Identify instructional approaches that support emergent and developing writers in authentic contexts. 4. Design writing experiences that integrate reading, writing, and oral language to support literacy growth.
Module 4: Assessment and Data-Driven Instruction Literacy Assessment Snapshot Due Nov. 9	In this module, you will learn how to use literacy assessments to understand how students are growing in reading, writing, and language development. You will explore how data can inform intentional instructional decisions that support student success.	1. Design and select appropriate literacy assessments to measure reading, writing, and language development. 2. Interpret literacy assessment data to identify student strengths and areas of need. 3. Use assessment data to inform instructional planning and differentiated literacy instruction. 4. Monitor student progress over time to guide instructional adjustments and support continuous literacy growth.
Module 5: Integrated Literacy Instruction integrated Literacy Instruction Project due Nov 30 Culminating Project Due- December 2 Final December 7, 8:00am-11:59 pm	In this module, you will bring together everything you have learned about literacy instruction to design meaningful learning experiences for students. You will also explore how high-quality instructional materials and family partnerships support stronger reading and writing development.	1. Design integrated literacy experiences that connect reading, writing, and oral language instruction. 2. Use assessment data and HQIM to inform coherent and evidence-based instructional planning. 3. Evaluate and align instructional materials to support comprehensive literacy development. 4. Create family engagement strategies that support literacy learning beyond the classroom.

The syllabus/schedule are subject to change.